

# **Information Literacy** ♦♦♦

## **A Review of the Research**

**A Guide for Practitioners and Researchers**

**2<sup>nd</sup> Edition**

**David V. Loertscher**

**Blanche Woolls**

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# Contents

<b>Preface to the Second Edition</b> .....	<b>iv</b>
<b>Preface to the First Edition</b> .....	<b>vi</b>
<b>Chapter One: Introduction to Information Literacy</b> .....	<b>1</b>
<b>Chapter Two: Stages of the Research Process</b> .....	<b>5</b>
Questions and Wonders .....	9
Finds and Sorts.....	14
Consumes and Absorbs.....	22
Thinks and Creates.....	27
Summarizes and Concludes.....	32
Communicates.....	36
Reflects on Process and Product.....	39
<b>Chapter Three: Issues in Information Literacy</b> .....	<b>49</b>
Information Overload.....	49
Attitudes and Motivation.....	50
Working With Specific Groups of Students.....	52
Conflict Between Behaviorist and Constructivist Approaches .....	57
The Standards Movement and Inquiry.....	58
Adult Expertise and Information Literacy.....	59
Will Teachers Teach Information Literacy?.....	60
Consuming and Absorbing What?.....	61
Academic Achievement and Information Literacy .....	64
The Cut and Clip Mentality; or, The Ethical Use of Information	66
<b>Chapter Four: Promising Techniques</b> .....	<b>67</b>
Cooperative Learning.....	67
Cultivating Habits of Mind.....	68
Constructivist Strategies.....	69
Integration of Information Skills into Content Instruction.....	70
Helping Students and Teachers Develop Their Own	
Research Model.....	72
Collaborating with the I-Search Process.....	74
Using the Schedule and Time to Advantage .....	75
Building a Collaborative Planning Role.....	76
Teaching Text Structure.....	77
Concept Mapping.....	78
Pacing Learners Through the Research Process.....	79
Providing a High-Quality Information Environment.....	79
Doing Your Own Action Research.....	80
The Principal's Role in Information Literacy.....	81
<b>Chapter Five: Good Ideas and Resources for Keeping Current</b> .....	<b>83</b>
Keeping current.....	83
Helps for Teachers and Library Media Specialists.....	84
Helps for Parents.....	100
Resources for Steps of the Research Process for Young People.....	101
<b>Chapter Six: For the Researcher</b> .....	<b>106</b>
Models of Information Literacy – a Timeline.....	106
Research Reviews.....	122
Related Models and Applications.....	128
<b>Index to Citations</b> .....	<b>151</b>
<b>Subject Index</b> .....	<b>167</b>

## Preface to the Second Edition

Like the first edition, this book has two purposes: to review the growing research literature of information literacy of children and teenagers as well as to provide a window to the best resources and ideas available for library media specialists.

In 1984, the authors created and led the first Treasure Mountain Research Retreat, a loose confederation of researchers and practitioners from the school library media field who met to discuss the research of the field. That dialog has continued over the years and the 11<sup>th</sup> such meeting will be held in 2002.

Like Treasure Mountain, we felt that this book should target both the researcher and the practitioner in an effort to increase the knowledge about information literacy and to encourage both formal and action research. The pace of technological and information environments demands that this field make progress as quickly as possible to assist in the education of a new generation of young people who are in a quite different world than the one their teachers and library media specialists experienced as young learners.

The second edition has scores of new studies added and many new helps, techniques, issues, and models not available a short two years ago. Thus, this publication is a comprehensive look at the research on information literacy both from the field of library media but also from a wide spectrum of fields interested in the same principles such as cognitive psychology, and the various fields of education.

Particularly troublesome was the checking of all the website urls. We can guarantee that they were correct as of Nov. 1, 2001, but not beyond that point. Almost all can be tracked if the searcher is astute at url construction and searching techniques.

The authors are also particularly happy to announce:

### **Treasure Mountain Online: A Research Seminar**

Sponsored by San Jose State University School of Library and Information Science and Hi Willow Research & Publishing, this continuing seminar on the Internet is available world wide to scholars and practitioners who wish to have a continuing dialogue about the research of the school library media center field. You can become a member of this seminar any number of ways:

1. By attending a Treasure Mt. Research Retreat (you will be enrolled automatically), or
2. By contributing one study per year – either as a formal research piece (as a researcher in the field) or as an action research project report in your own library media center, or
3. By enrolling in Treasure Mountain Online as a continuing education student or for a graduate credit from San Jose State University (email David Loertscher for information (davidl@wahoo.sjsu.edu))

The seminary will not just be a posting of the research of the field, but a place to discuss that research with the author and other colleagues, receive research news of the field, communicate with scholars of the field, and to post and receive good ideas for working with children and teenagers.

We encourage all who have research studies, either formal or practical to contact the authors for inclusion of those studies on Treasure Mountain Online.

## Preface to the First Edition

<sup>1</sup> Doyle, Christina S.  
*Information Literacy in an  
 Information Society: A  
 Concept for the Information  
 Age*. Syracuse University:  
 ERIC Clearinghouse on  
 Information & Technology,  
 1994.

The most recent review of the research concerning information literacy widely available in the United States was that done by Christina Doyle,<sup>1</sup> published in 1994 by ERIC. The authors thought it time that an update of that and other documents needed to be done. Thus this book. It has been designed both for the researcher and the practitioner — written to trace as much of the known research as possible not only from the library media field but to sample the research from sister fields. As such, the book should provide researchers with a review of studies to help them track extant research and to encourage new questions.

For the practitioner, this book has been designed in such a way as to extract from the known research pointers toward best practice. There are summary pages of research, a chapter devoted to “keeping up,” and a chapter of good ideas to put into practice.

In all their digging, the authors have tried to translate what is known into solid suggestions for the field, provided issues to be discussed, and questions yet to be answered. In order to coalesce what is known about information literacy concepts from various educational disciplines, the authors drew heavily upon the two editions of the *Handbook of Research on Improving Student Achievement*<sup>2</sup> published by Educational Research Service. The authors recommend purchase of these as excellent sources for research and practice. (First edition, 1995, second edition, 2000) ERS, 2000 Clarendon Boulevard, Arlington, VA 22201, 703-243-2100)

<sup>2</sup> *Handbook of Research on  
 Improving Student  
 Achievement*. Arlington,  
 VA: Educational Research  
 Service, 1995.

The time is probably ripe for an information literacy summit that would draw researchers and practitioners from a wide variety of fields together to discuss mutual concerns and to explore future directions. Readers who are interested should contact the authors.

The authors intend to keep this publication current. Check <http://www.lmcsource.com> for future updates.